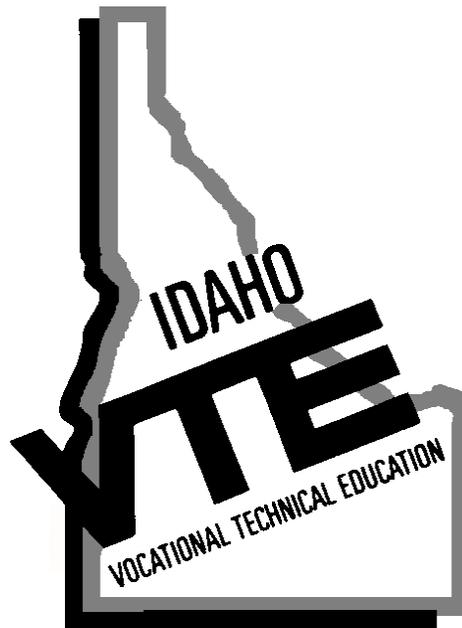


TECHNICAL COMMITTEE REPORT
FOR THE
MENTAL HEALTH ASSISTANT



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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Vocational Education involves active participation of industry personnel. Industry personnel comprise the major membership on Technical Committees which are responsible for the development of Task Lists for each program. A Technical Committee Report is prepared on completion of the Committee's assignment. This publication is the Technical Committee Report for the Mental Health Assistant Program.

The Task List prepared by the Technical Committee reflects the skills currently necessary for an employee to: 1) obtain a job in Idaho's industry, 2) retain a job once hired, and 3) to advance in the occupational field. Task Lists are grouped according to Duty areas generally used in industry settings. Duty areas are used as the basis for modules in the statewide Curriculum Guide development process. The Technical Committee segment is the single most significant step in the curriculum development process. All future curriculum activities are predicated on the premise that an accurate picture of industry needs is reflected in the Task List. Consequently a competent worker is one who satisfactorily performs the tasks.

Instructional and industry personnel were selected to develop the Statewide Curriculum Guide. These individuals have written Performance Objectives for each Task and the subsequent Enabling Objectives for each Performance Objective. The committee members prepared material in a competency-based format so as to have an effective and efficient methodology for determining student progress. The Statewide Guides are designed as the prime determiner of program content. All programs must follow the established Guide in order to be approved for operation. Any deviation from this Guide requires written approval from the respective program supervisor at the Division of Vocational Education. It is not the intent of the Division that all programs be designed to be exactly the same, but assurance is needed to ensure that the program meets the minimum standards for operation, based on the community needs, equipment, and facilities available to the local school or institution.

The Technical Committee Report does not dictate the level of instruction. The Task List developed represents the occupational field. Schools and institutions determine what skills can be taught and what depth of instruction can be provided. They must choose the Tasks to be taught from the Technical Committee Report but are free to determine how many or which ones can be incorporated into their program. Advisory committees are used by institutions offering this training program to reflect local industry training and employability trends.

The Technical Committee Report is also used as the primary list for generating Student Profiles. The Profile is used as a cumulative record of each student's progress. They are printed in a folder format and have performance scales for each Task so that student competence can be recorded for individual skills or tasks. This document will become the main component for Articulation activities in the event that the student desires to go on for additional training or education.

ACKNOWLEDGMENTS

The Technical Committee process involved personnel from industry and education who are selected by the Division with assistance of personnel in the specific occupation. People who serve on the Committees are nominated by local administrators and other personnel. They generally come from local advisory committees for existing Vocational Education programs or are community and private sector representatives in a capacity to provide the necessary information about industry needs. These people serve with the approval of their employers and give their time and energies to the project without cost. The Division provides reimbursement for per diem and travel. We are indebted greatly to these industry representatives and to their employers for the resources so freely given to the pursuit of ensuring that Idaho students receive the most current training and education possible and that which is demanded by industry. The Mental Health Assistant Committee provided additional resources that made the Instructional Resource Guide possible.

Therefore the Division is deeply indebted to the following people who served on the Technical Committee:

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Your support and assistance is very greatly appreciated. Your patience for enduring the educational process is also noted. The students and instructional staff will be much more able to accomplish their respective goals as a result of your contributions.

These contributions are greatly appreciated by the Division and the administrators of programs statewide.

Dorothy M. Witmer, Supervisor
Health Occupations Education

IMPORTANT INFORMATION

Delivery of This Instructional Program. The Mental Health Assistant training program is offered in Idaho through the Division of Vocational Education Delivery System. This program may be offered in approved high school health occupations programs, postsecondary vocational-technical institutions short-term training departments and health care facilities who coordinate the instruction with the postsecondary vocational technical institution. **Note: students in high school must have completed Health Occupations Year One, the CNA program and be selected or recommended by the health occupations instructor upon student request.**

Instructor Qualifications. The instructor for this course must meet the vocational education requirements for years of experience and education. In addition the instructor must be a currently licensed registered nurse with a background of practice in the mental health field that includes one or more of the following: experience with geriatric patients; experience with children, adolescents or adults with chronic mental illnesses.

The Mental Health Assistant Instructional Resources Guide. This Guide is a supplement to the Technical Committee Report that contains the curriculum. The Guide contains teaching materials for each module.

Textbooks. Suggested textbooks are: Take the books from the double asterisks books on list in Guide. (See a more complete list in the Instructional Resources Guide.)

Please note that if there are any questions about this curriculum you should contact Dorothy Witmer, Supervisor of Health Occupations Education, Idaho Division of Vocational Education, 208-334-3216.

- I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as Mental Health Assistants (MHA). The content includes, but is not limited to, communication skills, rules and responsibilities of the MHA, personal awareness skills, adaptive and maladaptive behaviors, intervention strategies, side effects of medications, legal and ethical limitations, information management, and employability skills. The program will provide excellent background for continuation in postsecondary level health occupation programs in the field of mental health.

- II. CERTIFICATE AWARDED: The Mental Health Assistant Program is offered at approved high school health occupations programs and postsecondary colleges/universities. Upon completion of the program, the adult student will receive a certificate of completion from the technical college. High school certificates are issued by the State Division of Vocational Education.

- III. CLINICAL ACTIVITIES: The recommended minimum supervised clinical experience is 60-80 hours. However, this is a competency-based program, therefore time will vary for each student according to the individual's achievement of competencies.

- IV. SPECIAL NOTES: The student taking this specialized program must have completed the Certified Nursing Assistant Program (CNA). Many of the skills taught in the CNA program are basic to the job of a Mental Health Assistant.

- V. INTENDED OUTCOMES: After successfully completing this program and under the supervision of a qualified nursing instructor, the student will be able to:
 01. Describe the mental health system and the roles and responsibilities of the mental health assistant within the system.
 02. Demonstrate effective interpersonal communication with client and family.
 03. Demonstrate personal awareness skills.
 04. Describe adaptive and maladaptive patterns of behavior.
 05. Demonstrate basic therapeutic intervention strategies.
 06. Report side effects of medications.
 07. Practice within the limits of competency and scope of practice.
 08. Demonstrate skills of information management.
 09. Demonstrate employability skills.

01.0 ROLE AND RESPONSIBILITIES OF THE MENTAL HEALTH ASSISTANT WITHIN THE SYSTEM

The student will be able to:

TASKS:

- 01.01 Identify the agencies and levels within the system.
- 01.02 Describe the functions of the interdisciplinary mental health team.

02.0 EFFECTIVE INTERPERSONAL COMMUNICATION WITH CLIENT AND FAMILY

The student will be able to:

TASKS:

- 02.01 Review active listening skills.
- 02.02 Review effective verbal and non-verbal communication skills.
- 02.03 Interact with clients and families in a way which communicates respect for the worth and uniqueness of each person.

03.0 PERSONAL AWARENESS SKILLS

The student will be able to:

TASKS:

- 03.01 Identify personal beliefs about mental wellness and mental illness.
- 03.02 Examine myths and realities about mental illness.
- 03.03 Assess the accuracy the impact of one's own needs, values, behaviors, motives, and limitations on one's self and others.
- 03.04 Describe situations that require establishing personal and professional boundaries.
- 03.05 Demonstrate responsibility for own role behaviors.

04.0 ADAPTIVE AND MALADAPTIVE PATTERNS OF BEHAVIOR

The student will be able to:

TASKS:

- 04.01 Describe the human stress-coping response.
- 04.02 Describe categories of major mental illnesses.
- 04.03 Describe common behaviors associated with mental illnesses/disorders.

05.0 BASIC THERAPEUTIC INTERVENTION STRATEGIES

The student will be able to:

TASKS:

- 05.01 Identify intervention strategies for selected behaviors.
- 05.02 Recognize potential and actual crisis situations.
- 05.03 Intervene to provide safety for client, family, and self.
- 05.04 Participate in evaluation of intervention strategies.

05.05 Identify effective and ineffective family communication styles.

06.0 SIDE EFFECTS OF MEDICATIONS

The student will be able to:

TASKS:

06.01 Identify side effects of psychotropic medications.

06.02 Report side effects of medications.

07.0 COMPETENCY AND SCOPE OF PRACTICE

The student will be able to:

TASKS:

07.01 Maintain client confidentiality.

07.02 Respect clients' rights.

07.03 Advocate for client legal rights and self-determination.

07.04 Report errors and/or critical incidents to supervisor and with guidance to proper authority.

08.0 INFORMATION MANAGEMENT

The student will be able to:

TASKS:

08.01 Obtain and record accurate client and family information.

08.02 Review legal implications of obtaining and recording information.

09.0 EMPLOYABILITY SKILLS

The student will be able to:

TASKS:

09.01 Perform job-seeking skills.

09.02 Demonstrate job-seeking skills.

09.03 Describe how to make a job change.

01.0 DESCRIBE THE MENTAL HEALTH SYSTEM AND THE ROLES AND RESPONSIBILITIES OF THE MENTAL HEALTH ASSISTANT WITHIN THE SYSTEM.

01.01 TASK: IDENTIFY THE AGENCIES AND LEVELS WITHIN THE SYSTEM.

ENABLING OBJECTIVES:

1. Distinguish between local public and private mental health agencies.
2. Identify levels of care in local public and private agencies.
3. Identify community resources for education, referral, and support.
4. Identify access to care issues.

01.02 TASK: DESCRIBE THE FUNCTIONS OF THE INTERDISCIPLINARY MENTAL HEALTH TEAM.

ENABLING OBJECTIVES:

1. Name the team members of the interdisciplinary mental health team.
2. Identify the team member roles.
3. Describe the role and responsibilities of the Mental Health Assistant and his/her participation on the team.
4. Describe the chain of command and chain of communication in your agency.

02.0 DEMONSTRATE EFFECTIVE INTERPERSONAL COMMUNICATION WITH CLIENT AND FAMILY.

02.01 TASK: REVIEW ACTIVE LISTENING SKILLS.

ENABLING OBJECTIVES:

1. Discuss the five elements of the communication process: sender, receiver, message, medium, and feedback.
2. Define active listening.
3. Discuss ways to improve communication through active listening.
4. Practice active listening using the communication checklist.

02.02 TASK: REVIEW EFFECTIVE VERBAL AND NON-VERBAL COMMUNICATION SKILLS.

ENABLING OBJECTIVES:

1. Define verbal and non-verbal communication.
2. Discuss five characteristics of effective verbal communications.
3. Discuss five characteristics of effective non-verbal communications.
4. Practice verbal and non-verbal communications using the checklist on communications.

02.03 TASK: INTERACT WITH CLIENTS AND FAMILIES IN A WAY WHICH

COMMUNICATES RESPECT FOR THE WORTH AND UNIQUENESS OF EACH PERSON.

ENABLING OBJECTIVES:

1. Interact with clients and families in a non-judgmental manner.
2. Interact with empathy using the empathy scale.
3. Display trustworthy behaviors.

03.0 DEMONSTRATE PERSONAL AWARENESS SKILLS

03.01 TASK: IDENTIFY PERSONAL BELIEFS ABOUT MENTAL WELLNESS AND MENTAL ILLNESS.

ENABLING OBJECTIVES:

1. Create a personal definition of mental wellness and mental illness.
2. Consider how personal culture and/or belief system affects definitions of wellness/illness.

03.02 TASK: EXAMINE MYTHS AND REALITIES ABOUT MENTAL ILLNESS.

ENABLING OBJECTIVES:

1. Using a myths/realities tool, distinguish myths from realities.
2. Discuss how myths lead to stigma for persons with mental illness.
3. Discuss how stigma associated with mental illness affect the quality of life of individuals and families.

03.03 TASK: ASSESS WITH ACCURACY THE IMPACT OF ONE'S OWN NEEDS, VALUES, BEHAVIORS, MOTIVES, AND LIMITATIONS ON ONE'S SELF AND OTHERS.

ENABLING OBJECTIVES:

1. Identify personal level of development and related life tasks.
2. Participate in self-awareness activities that will assess one's own needs, values, and motives.
3. Discuss how needs, values and motives affect behaviors.
4. Describe how personal strengths and limitations affect functioning within the role of Mental Health Assistant.

03.04 TASK: DESCRIBE SITUATIONS THAT REQUIRE ESTABLISHING PERSONAL AND PROFESSIONAL BOUNDARIES.

ENABLING OBJECTIVES:

1. Define four types of boundaries: physical, emotional, cognitive, and social.
2. Participate in activities that demonstrate the four types of boundaries.
3. Describe how cultures may affect the setting of boundaries.

03.05 TASK: DEMONSTRATE RESPONSIBILITY FOR OWN ROLE BEHAVIORS.

ENABLING OBJECTIVES:

1. Identify relationship between own behavior and response of others to that behavior.
2. Modify own behaviors as needed.
3. Identify the need for continued self development.

04.0 DESCRIBE ADAPTIVE AND MALADAPTIVE PATTERNS OF BEHAVIOR

04.01 TASK: DESCRIBE THE HUMAN STRESS-COPING RESPONSE

ENABLING OBJECTIVES:

1. Identify various types of stressors.
2. Identify various ways people respond to stress.
3. Distinguish between adaptive and maladaptive coping responses.

04.02 TASK: DESCRIBE CATEGORIES OF MAJOR MENTAL ILLNESSES

ENABLING OBJECTIVES:

1. Define selected major mental illnesses as per DSM IV.
2. Define selected mental disorders as per DSM IV.
3. Define selected terms associated with mental illnesses/disorders.

04.03 TASK: DESCRIBE COMMON BEHAVIORS ASSOCIATED WITH MENTAL ILLNESSES/DISORDERS

ENABLING OBJECTIVES:

1. Discuss the following behaviors: aggressive, depressed, withdrawn, hallucinating, delusional, suspicious, anxious, manipulative, regressed, self-injurious, intoxicated.
2. Recognize behaviors in given scenarios.

05.0 DEMONSTRATE BASIC THERAPEUTIC INTERVENTION STRATEGIES

05.01 TASK: IDENTIFY INTERVENTION STRATEGIES FOR SELECTED BEHAVIORS.

ENABLING OBJECTIVES:

1. Identify intervention strategies in the following behaviors: aggressive, depressed, withdrawn, hallucinating, delusional, suspicious, anxious, manipulative, regressed, self-injurious, and intoxicated.
2. Utilize intervention strategies as described in the care plan appropriate to client and setting.

05.02 TASK: RECOGNIZE POTENTIAL AND ACTUAL CRISIS SITUATIONS.

ENABLING OBJECTIVES:

1. Define crisis.
2. Identify potential and actual crisis situations: suicide, homicide, command hallucinations.

05.03 TASK: INTERVENE TO PROVIDE SAFETY FOR CLIENT, FAMILY, AND SELF.

ENABLING OBJECTIVES:

1. Obtain collaborative team support for further assessment and intervention.
2. Follow agency procedures/policies in providing safety.
3. Demonstrate the most effective personal response to the five most common injurious behaviors: biting, hair pulling, kicking, hitting, and holding.

05.04 TASK: PARTICIPATE IN EVALUATION OF INTERVENTION STRATEGIES.

ENABLING OBJECTIVES:

1. Participate in evaluation of crisis intervention strategies.
2. Participate in evaluation of intervention strategies as identified in the care plan.

05.05 TASK: IDENTIFY EFFECTIVE AND INEFFECTIVE FAMILY COMMUNICATION STYLES.

ENABLING OBJECTIVES:

1. Identify effective family communication styles.
2. Identify ineffective family communication styles.
3. Report ineffective client and family communication styles that may require further assessment.

06.0 REPORT SIDE EFFECTS OF MEDICATIONS

06.01 TASK: IDENTIFY SIDE EFFECTS OF PSYCHOTROPIC MEDICATIONS

ENABLING OBJECTIVES:

1. Identify common physical and behavioral side effects.
2. Identify serious physical and behavioral side effects.

06.02 TASK: REPORT SIDE EFFECTS OF MEDICATIONS

ENABLING OBJECTIVES:

1. Report physical side effects.
2. Report behavioral side effects.

07.0 PRACTICE WITHIN THE LIMITS OF COMPETENCY AND SCOPE OF PRACTICE

07.01 TASK: MAINTAIN CLIENT CONFIDENTIALITY

ENABLING OBJECTIVES:

1. Define boundaries of confidentiality.
2. Report breaches of confidentiality.

07.02 TASK: RESPECT CLIENTS' RIGHTS

ENABLING OBJECTIVES:

1. Review Mental Health Bill of Rights.
2. Discuss clients' rights in various treatment settings.
3. Discuss clients' rights under involuntary commitment.
4. Respect cultural variations of individuals and family.

07.03 TASK: ADVOCATE FOR CLIENT LEGAL RIGHTS AND SELF-DETERMINATION.

ENABLING OBJECTIVES:

1. Define advocacy and role of the mental health assistant.
2. Define self-determination.
3. Describe situations where advocacy is indicated.

07.04 TASK: REPORT ERRORS AND/OR CRITICAL INCIDENTS TO SUPERVISOR AND WITH GUIDANCE TO PROPER AUTHORITY.

ENABLING OBJECTIVES:

1. Define critical incident.
2. Review and follow policies of agencies on reporting critical incidents.
3. Report critical incidents to proper authority.

08.0 DEMONSTRATE SKILLS OF INFORMATION MANAGEMENT

08.01 TASK: OBTAIN AND RECORD ACCURATE CLIENT AND FAMILY INFORMATION.

ENABLING OBJECTIVES:

1. Participate in gathering information from client and family.
2. Follow agency recording policies.
3. Record information in a timely and accurate manner.

08.02 TASK: REVIEW LEGAL IMPLICATIONS OF OBTAINING AND RECORDING INFORMATION.

ENABLING OBJECTIVES:

1. Review legal implications of obtaining information.
2. Review legal implications of recording information.

09.0 EMPLOYABILITY SKILLS

09.01 TASK: PERFORM JOB-SEEKING SKILLS.

ENABLING OBJECTIVES:

1. Demonstrate how to access, enter basic data, and exit computer programs.
2. Complete a self-assessment of interest, abilities, and skills.
3. Complete a career exploration and selection process.
4. Prepare a resume.
5. Prepare for a job interview.
6. Prepare a job application.
7. Prepare a cover letter.
8. Participate in a job interview and follow-up.

09.02 TASK: DEMONSTRATE JOB-KEEPING SKILLS.

ENABLING OBJECTIVES:

1. Apply communication and interpersonal skills on the job.
2. Perform as a team member.
3. Perform legal and ethical responsibilities.
4. Use resources effectively in solving problems/making decisions.
5. Follow employee policies and procedures.
6. Apply leadership skills.
7. Maintain health and positive image.
8. Develop and implement plans for stress reduction.
9. Recognize and participate in continual professional development and upgrading of skills.
10. Apply computer skills on the job.

09.03 TASK: DESCRIBE HOW TO MAKE A JOB CHANGE.

ENABLING OBJECTIVES:

1. Describe the procedure for changing jobs.
2. Write a letter of resignation.